

**Journal Publication**  
**The Use of Phrases in Writing Descriptive Text by the Students of SMA**  
**Negeri 1 Boyolali**  
**In 2015/2016 Academic Year**



**By:**

**INTAN WIJAYANTI**

**(S200140019)**

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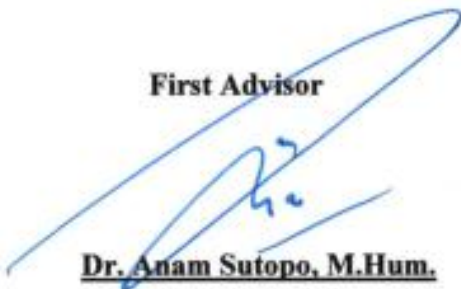
**By : INTAN WIJAYANTI**

**NIM: S200140019**

**Surakarta, January 2016**

**Approved to be examined by**

**First Advisor**



**Dr. Anam Sutopo, M.Hum.**

**NIK. 849**

**Second Advisor**



**Maulv Halwat Hikmat, Ph.D**

**NIK. 727**

**The Use of Phrases in Writing Descriptive Text  
by the Students of SMA Negeri 1 Boyolali in 2015/2016 Academic Year**

by  
**Intan Wijayanti**

*Student of Master Language Studies  
School of Universitas Muhammadiyah Surakarta  
[inoeyshine@gmail.com](mailto:inoeyshine@gmail.com)*

**Abstract**

*This research focuses on analyzing (1) The students' ability in writing phrases in descriptive text (2) The dominant phrase found in descriptive text made by students (3) The construction of phrases used by the students. The study was carried out at SMA Negeri 1 Boyolali. This research applies descriptive qualitative method. The subject of the research involves 320 students of SMA N 1 Boyolali of twelfth grade, 2015/ 2016 academic year. For the sake of efficiency, the researcher takes one class which consists of 31 students. They consist of 24 female students and 7 male students. The data and data source are the phrases written by the twelfth grade students of IIS 2. The results of the research show that, firstly, The ability of the twelfth grade students of SMA Negeri 1 Boyolali in writing phrases of descriptive text was very good. It can be seen from the percentage of total correct phrases (92.15%) to the total incorrect phrases (7.85%). The highest incorrect phrase made by the students was on the verb phrase. They totally produced 216 verb phrases with 165 correct phrases and 51 incorrect phrases. The students used all five phrases in writing descriptive text namely noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase. The dominant phrase found in writing phrases of descriptive text written by the twelfth grade students of SMA Negeri 1 Boyolali was noun phrase (47.94%). The writer found many constructions of phrases made by the students in writing descriptive text with the theme of historical places. They produced 43 construction of noun phrase, two construction of verb phrase, adjective phrase of complementation, adverb phrase, and 2 construction of prepositional phrase.*

**Keywords:** writing, genre, descriptive text, and phrase

## Abstrak

*Penelitian ini bepusat pada menganalisa (1) Kemampuan siswa dalam menulis frase-frase dalam teks deskriptif (2) Dominan frase yang ditemukan dalam teks deskriptif yang dibuat oleh siswa (3) Kostruksi frase yang digunakan oleh siswa-siswa. Penelitian ini diambil di SMA Negeri 1 Boyolali. Penelitian ini menerapkan metode deskriptif kualitatif. Subyek dari penelitian ini meliputi 320 siswa kelas duabelas dari SMA Negeri 1 Boyolali di tahun ajaran 2015/2016. Untuk alasan efisiensi, penulis hanya mengambil satu kelas yang terdiri dari 31 siswa. Mereka terdiri dari 24 siswa perempuan dan 7 siswa laki-laki.. Data dan sumber data antarlain frase-frase yang ditulis oleh siswa kelas XII IIS 2 dalam menulis deskriptif teks.hasil dari penelitian menunjukkan bahwa, yang pertama, kemampuan siswa kelas duabelas dari SMA Negeri 1 Boyolali dalam menulis frase-frase deskriptif teks adala sangat bagus. Hal ini bisa dilihat dari presentase darijumlah total frase yang benar (92.15%) dari total frase Yang salah (7.85%). Frase tertinggi dari frase yang salah yang dibuay oleh siswa adalah pada frase kata kerja. Mereka secara keseluruhan memproduksi 216 frase dengan jumlah 165 frase yang benar dan 51 frase yang salah. Siswa-siswa menggunakan lima seluruh 5 frase dalam menulis deskriptif teks yang bernama frase kata benda, frase kata kerja, frase kata sifat, frase keterangan, dan frase preposisi. Dominan frase yang ditemukan dalam penulisan frase dari teks deskripsi yang ditulis oleh siswa kelas duabelas dari SMA Negeri 1 Boyolali adalah frase kata benda (47.94%). Penulis menemukan banyak konstruksi dari frase-frase yang dibuat siswa dalam penulisan teks deskripsi dengan tema tempat-tempat besejarah. Mereka memproduksi 43 konstruksi dari frasekata benda, dua konstruksi kata kerja, frase kata sifat sebagai pelengkap, frase kata keterangan, dan 2 konstruksi frase preposisi.*

*Kata kunci: menulis, jenis teks, teks deskripsi, dan frase*

## **A. INTRODUCTION**

Nowadays, English becomes an important language in all over the world. So every country which does not use yet as its daily language in conversation, try to make English as a subject that should be mastered by the students. There are four skills in teaching English, there are listening, reading, writing, and speaking. The students are expected to comprehend all the skills, so they can understand both written or spoken English.

Writing is one of those skills which is also important, and it needs a lot of practices. According to Oshima (1999: 3), writing is not easy. It takes study and practice to develop this skill..

According to Blake and Moorhead (1993: 11), a phrase is a group of words which have a grammatical relationship to each other and which together form a structural unit. A phrase operates as an element in clause structure.

Richard (2003: 18) stated to tell a story, request an overdraft, craft a love letter, describe a technical process and so on, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose are called genre.

Descriptive is a kind of genre used to explain person, place, or thing in general. The generic structure of this text are identification and descriptions. The language features of this text involve using simple present tense, adverb, action verb, words of description or adjective. The purpose of descriptive text, according to Butt et al. (2000); Martin, (1989) in Richard (2003: 20) is to give an account of imagined or factual events and phenomena.

There has been growing research on phrases, for example Hidayati (2015), Sadri and Mohammad Reza Talebinezhad (2013). There were a bulk of research on writing descriptive text. The first was Siburian (2013), Daryanto (2013), Jaenuri (2014), Qomar (2013), Anam (2012), and Phimmaseh (2011). There are only two research which focuses the study in phrase, and this research is different from them. The focus of this

research is to investigate the use of phrase in writing descriptive text by the students of SMA Negeri 1 Boyolali 2015/ 2016 academic year.

. Teaching and learning are the basic activities when we are entering educational institution. Teaching is about delivering material to the students, this idea supported by Jarvish (2002: 3) said that teaching is giving systemic information to a person, (about subject or skill).

Brown (1994: 7) adds teaching refers to guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Nunan (2003:88) stated that writing is the physical act of committing words or ideas to some medium. Writing should be mastered by the students in order to make them share their ideas correctly and understandable.

Richard (2003: 18) Teachers who take a genre orientation to write instruction look beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers.

Martin in Richard (2003: 19) defines genre as a goal-oriented, staged social process. Genres are social processes because members of a culture interact to achieve them; they are goal-oriented because they have involved to achieve things; and staged because meanings are made in steps and it usually takes writers more than one step to reach their goals. By setting out the stages, or moves, of valued genres, teachers can provide students with an explicit grammar of linguistic choices, both within and beyond the sentence, to produce texts that seem well-formed and appropriate to readers.

According to Setiadi et. al (2002: 39), a description is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non-living things such as animals, town, buildings, etc.

Then Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to

describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

According to Blake and Moorhead (1993: 11), a phrase is a group of words which have a grammatical relationship to each other and which together form a structural unit. A phrase operates as an element in clause structure.

Then Kuiper and Allan (2004: 231) said that sequences of words which move as whole units are intermediate between words and sentences are called phrases.

### 1. Noun Phrase

According to Blake and Moorhead (1993: 11), noun phrase is a group of words in which the most important word is a noun or a pronoun.

Jackson (2005: 24) The minimal form of a noun phrase is a noun or pronoun: *fish, chips, decision, they, someone*. A noun phrase may additionally contain before the noun:

Manser (2006: 148) stated a noun phrase is composed of a noun or pronoun and any accompanying modifiers and determiners (*an old gray cat, a cat with a grey coat, a cat that has a grey coat*). It can variously play the role of subject, object, or complement within a clause or sentence.

### 2. Verb Phrase

Blake and Moorhead (1993: 11) stated that verb phrase is a group of words in which the most important word is lexical verb. The different forms and combinations of lexical and auxiliary verbs are used to express its many properties and wide grammatical scope.

According to Leech (2006: 121-123) verb phrase A phrase consisting of one or more verb words. The verb phrase is the most essential and pivotal element of a clause. It consists of a main verb alone (a simple verb phrase) or a main verb preceded by one or more auxiliary verbs. The combinations are:

- a) Modal construction: modal auxiliary + infinitive *must eat*
- b) Perfect construction: *have* + past participle *has eaten*
- c) Progressive construction: **be** + *-ing* participle *is eating*
- d) Passive construction: **be** + past participle *is eaten*

These constructions can be combined in the order stated:

- a) modal + perfect: modal auxiliary + *have* + past participle *must have eaten*
- b) modal + progressive: modal auxiliary + *be* + *-ing* *must be eating*
- c) modal + passive: modal auxiliary + **be** + past participle *must be eaten*
- d) perfect + progressive: **have** + *been* + pastparticiple *has been eating*
- e) perfect + passive: **have** + *been* + past
- f) participle *has been eaten*
- g) progressive + passive: **be** + *-ing* + past
- h) participle *is being eaten*

And a further combination, namely of three constructions, is also possible though rare:

- a) modal + perfect + progressive:  
modal auxiliary + *have* + *been* + *-ing* *must have been eating*
- b) modal + perfect + passive:  
modal auxiliary + *have* + *been* + pastparticiple *must have been eaten*
- c) modal + progressive + passive:  
modal auxiliary + *be* + *being* + pastparticiple *must be being eaten*
- d) perfect + progressive + passive:  
*have* + *been* + *being* + past participle *has been being eaten*

### 3. Adjective Phrase

Jackson (2005: 25-26) adds that the minimal form of an adjective phrase is an adjective: *funny, enormous, special, friendly, beautiful*. The adjective may be preceded by an adverb, which is usually an 'intensifier': *very funny, absolutely enormous, quite special, unusually friendly, extremely beautiful*.



Leech (2006: 7) stated that an adjective phrase is a phrase in which an adjective is the head or main word. The simplest kind of adjective phrase is one which consists simply of an adjective.

#### 4. Adverb Phrase

An adverbial phrase is a group of two or more words operating adverbially, meaning that their syntactic function is to modify a verb, an adjective, or an adverb. Adverbial phrases are phrases that do the work of an adverb in a sentence (Blake and Moorhead, 1993: 11).

Then Jackson (2005: 26) stated that minimal form of an adverb phrase is an adverb: *sadly, eventually, soon, carelessly, afterwards, clockwise*. Some adverbs may be preceded by an 'intensifying' adverb: *very sadly, quite soon, extremely carelessly*.

#### 5. Prepositional Phrase

Preposition phrase is a unit of structure in which a preposition is the most important word. The phrase usually consists of a preposition and a noun phrase which is known as the prepositional complement. Prepositional phrases can act as adverbials in sentence structure, or they can be postmodifiers in a noun phrase (Blake & Moorhead, 1993: 11).

Then Jackson, 2005: 26 stated that a prepositional phrase is composed of a preposition followed by a noun phrase: *on the top shelf, outside the window, before this last performance, with five bags of shopping in spite of the bad weather*.

The objectives of this article are to describe the students' ability in writing of phrases in descriptive text, to know the dominant phrase found in descriptive text made by student, and to describe the construction of phrases used by the students.

## **B. RESEARCH METHOD**

The study of this research is qualitative descriptive study. This research is conducted to analyze the students' skill in using phrases in writing descriptive text. By using descriptive research, the writer wants to

describe the students' ability in writing phrase in descriptive text, the types of phrases usually used by each students, and the construction of phrases used by the students. The type of the research methods involve describing in details specific situation using research tools like interviews, surveys, and observation. There are different types of survey. The most straight forward type is administered to a sample of people at a set point in time. Another type is before and after survey which people complete before a major event or experience and then again after words. The researcher is interested in conducting a survey the students of SMA N 1 Boyolali.

The subject of the research involves 320 students of SMA N 1 Boyolali of twelfth grade, 2015/ 2016 academic year. The researcher takes one class of XII IIS 2 students' composition works of descriptive texts for the data source. The object of this research are the phrases taken from 31 SMA N 1 Boyolali students' written production of descriptive texts. The data are the phrases written by the twelfth grade students of IIS 2, SMA N 1 Boyolali, 2015/ 2016 academic year. The phrases are taken from 31 pieces of descriptive texts of historical places. The technique of collecting data are The ways to collect data are by using docummentation, task, and documentation. Technique of Analyzing Data This research employed descriptive qualitative analysis. The form of the data was score obtained by the students after they did the writing test. There are five kinds of phrases. They are verb phrases, noun phrases, adjective phrases, adverb phrases, and prepositional phrases.

The data collected in this research is the result from the students' test in writing descriptive text especially using phrases. In this research, the writer analyses the data in some ways:

1. Determining correct and incorrect phrases used by the students and counted the correct and the incorrect every phrase. Then described it clearly.
2. Determining the percentage of correct and incorrect phrases used by the students. Determined types of phrases used by each students. The

researcher separated every phrase like noun phrases, verb phrases, adjective phrases, adverbial phrases, and prepositional phrases.

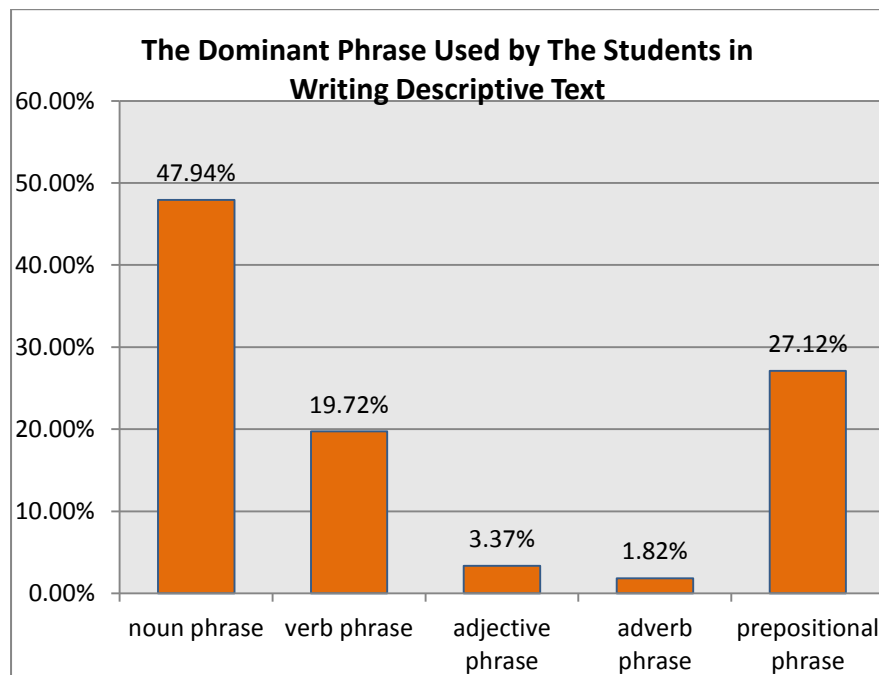
3. Determining type of phrase construction used by the students.

## C. RESULT AND DISCUSSION

### 1. The Students' Ability in Writing Phrases in Descriptive Text.

After analyzing the data, the writer finds there are 1.095 phrases produced by the students. The phrases are including noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase. The percentage of the correct phrases made by the students in writing descriptive text with the theme of historicap places is 92.14%, and the percentage of the incorrect phrase is 7.85%. The total phrase made by the students is 1.095, the students made 1.009 correct phrases and 86 incorrect phrases. Based on the finding above, the writer concluded that the students' ability in writing descriptive text is very good.

### 2. The Dominant Phrase Found in Descriptive Text Made by The Students.



From the diagram pie above, we can see the amount of five phrases in percentage. The noun phrase made by the students in writing descriptive text with the theme of historical places is 47.94%, it is in the dark blue area. The red area is verb phrase with the total percentage of 19.72%. The green area is the adjective phrase with the total percentage of 3.37%. The last is purple area (adverb phrases) with amount of percentage 1.82%. And the light blue area is the prepositional phrase with the total percentage of 27.12%.

### 3. The Construction of Phrases Used by The Students.

In this part, the writer elaborated the construction of phrases used by the students.

#### 1. Noun Phrase

The writer found that there are 43 kinds of construction in noun phrase written by the students.

#### 2. Verb Phrase

##### 2.1 Main verb

##### a) Present tense

The sentence *many people come here*, has a verb phrase **come**. The phrase is **a verb acting the predicate of the sentence** expresses simple present tense.

The sentence *colloseum also shows dramas, has a verb phrase shows*. The phrase is **a verb acting the predicate of the sentence** expresses simple present tense.

##### b) Main verb participial

The sentence *Colloseun often used for gladiator show*, has a verb phrase **used**. The phrase is **a verb acting the predicate of the sentence** expresses simple past tense.

The sentence *it used as tomb for Shah Jahan's wife who called Mumtaz Mahal*, has a verb phrase **used**. The

phrase is a verb acting the predicate of the sentence expresses simple past tense.

c) Infinitive

The sentence and every moslem want to go there, has a verb phrase to go, the phrase is to infinitive acting as the predicate of the sentence.

The sentence who want to enter to the museum, has a verb phrase to enter, the phrase is to infinitive acting as the predicate of the sentence.

## 2.2 Auxiliary verb

a) An auxiliary (be) and a main verb past participle

The sentence it was destroyed by earthquake 1867, a verb phrase auxiliary (be) was and main verb past participle (destroyed) expresses passive voice.

The sentence the building is located in Bannelons point, a verb phrase auxiliary (be) is and main verb past participle (located) expresses passive voice

b) An auxiliary (have) and a main verb past participle

The sentence Ka'bah has reconstructed in several time, has a verb phrase has reconstructed. The phrase is a verb phrase with auxiliary (has) and a main verb past participle (reconstructed) expresses present perfect tense.

The sentence it is a historical relic that has amounted to a thousand doors, has a verb phrase has amounted is a verb phrase with auxiliary (has) and a main verb past participle (amounted) expresses present perfect tense.

c) A modal verb and a main verb

The sentence so you can visit the place only 5k for domestic and 7k for foreign, has a verb phrase can visit.

The phrase is a verb with modal verb (can) and a main verb (visit) express present tense.

The sentence *must cover their foot with plastic*, has a verb phrase must cover. The phrase is a verb with modal verb (must) and a main verb (cover) express present tense.

d) An auxiliary (have) and a main verb perfect passive

The sentence *in 1990, taman sari has been started open to the public*, has a verb phrase has been started. The phrase is a verb with auxiliary (have) and main verb perfect passive (been), expresses perfect passive.

The sentence *then two-third of the wall has been crushed by an earthquake*, has a verb phrase has been crushed. The phrase is a verb with auxiliary (have) and main verb perfect passive (been), expresses perfect passive.

### 3. Adjective Phrase

The construction of adjective phrase found in students' writing descriptive text is as the complementation, the examples as follow:

The sentence *this place is very interesting with mystical story*, has adjective phrase very interesting. The phrase very is adjective as complementation and interesting is head as adjective too.

The sentence *it looks more beautiful at night*, has adjective phrase more beautiful. The phrase more is adjective as complementation and beautiful is head as adjective too.

### 4. Adverb Phrase

a. Adverb phrase with type of prepositions

- Type of how

The sentence Taman sari with size 10 hectares has many main part, the phrase can be made with preposition as a type of how, modify the noun.

- Type of place

The sentence Taman sari is located at Ngasem street, the phrase can be made with preposition as a type of place.

- Type of time

The sentence The construction of Sydney Opera House started on 1st March, 1959, the phrase can be made with preposition as a type of time.

- Type of purpose

The sentence *the cost for the construction was about \$102 million*, the phrase can be made with preposition as a type of purpose.

- b. Adverb phrase made with infinitives type of purpose

The sentence *the ticket price to enter lawang sewu is Rp. 10.000*, has an adverb phrase **to enter** the phrase can be made with to infinitive as type of purpose.

## 5. Prepositional Phrase

The prepositional phrase in the descriptive text written by the twelfth grade students of SMA Negeri 1 Boyolali functioned as the adverb of the sentence, and it has been explained in the adverb phrase above.

Based on the finding of the analysis above, the writer discusses the findings of the research by using theory related to this research. In this part, the writer discusses the research finding to answer the problem statements in chapter one. The discussion of this research based on the three items: 1) the students' ability in writing phrases in descriptive text, 2) the

dominant phrase found in descriptive text made by the students, and 3) the construction of phrases used by the students.

The students' ability in writing descriptive text was very good, it can be seen from the percentage of the 92.15 % correct phrase to 7.85 % incorrect phrase. The incorrect phrase mostly found in the construction of verb phrase.

The dominant phrase found in descriptive text made by the students is noun phrase, it can be seen from the construction and also the subject being described. The writer asked the students to write descriptive text about historical places from around the world, so the subject of the description mostly the place/ the name of the place.

According to Kuiper and Allan (2004: 231) said that sequences of words which move as whole units are intermediate between words and sentences are called phrases. There are different kinds of phrases, and they are designated according to the class of the most important word they contain, which may be a noun phrase, verb phrase, preposition phrase, adjective phrase or adverb phrase. The students made many construction on the phrases, they produce 525 noun phrase with total 508 correct phrases (96.76 %) and 17 incorrect phrases (3.23 %). The students produced 216 verb phrases with total 165 correct phrases (76.36 %) and 51 (23.61 %) incorrect phrases. The students produced 37 adjective phrases with the total 35 correct phrase (94.59 %) and 2 incorrect phrase (5.40 %). The students produced 20 adverb phrases all correctly, and 297 prepositional phrase with the total 281 correct phrases (94.61 %) and 16 incorrect phrases (5.83 %).



#### **D. CONCLUSION**

Based on the result of the analysis, the writer concludes some conclusion as follow: First the ability of the twelfth grade students of SMA Negeri 1 Boyolali in writing phrases of descriptive text was very good. It can be seen from the percentage of total correct phrases (92.15%) to the total incorrect phrases (7.85%). The highest incorrect phrase made by the students was on the verb phrase. They totally produced 216 verb phrases with 165 correct phrases and 51 incorrect phrases. Second, the students used all five phrases in writing descriptive text namely noun phrase, verb phrase , adjective phrase , adverb phrase and prepositional phrase. The dominant phrase found in writing phrases of descriptive text written by the twelfth grade students of SMA Negeri 1 Boyolali was noun phrase (47.94%). Third, the writer found many constructio of phrases made by the students in writing descriptive text with the theme of historical places. They produced 43 construction of noun phrase, two construction of verb phrase, adjective phrase of complementation, adverb phrase, and prepositional phrase.

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